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ABSTRACT

This programed learning package on bilingual-bicultural education (BBE) is intended for teachers, administrators, paraprofessionals, and others involved in education. The material is based on four performance objectives, which are accompanied by learning activities designed to help the reader master each objective. The objectives involve learning what BBE is (and is not), why bilingual programs are needed, advantages and disadvantages of BBE, and methods used in bilingual-bicultural instruction. BBE should enable the child to: (1) learn basic concepts initiating him into the school environment in his dominant language; (2) expand his knowledge of his dominant language; (3) expand his second language; (4) learn subject matter and concepts in his dominant language; (5) learn subject matter and concepts in his second language; (6) develop self-assurance, confidence, and a positive identity with his cultural heritage. BBE is not: (1) a remediation program for non-English speaking children; (2) exclusively an ESL program; (3) a program of foreign language instruction; (4) a program for only the non-English speaking child. The learning activities include readings, viewing a video tape, and small group discussions. A postinstructional test and answer key conclude the package. (RCT)

ED 094573

LEARNING PACKAGE

BILINGUAL-BICULTURAL EDUCATION

AN OVERVIEW

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State Department of Education
Compensatory Education Division
April 1974

ED 094573

LEARNING PACKAGE

Bilingual, Bicultural Education: An Overview

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UNIT OBJECTIVES

You will learn the definition of as well as the rationale for bilingual, bicultural education. In small group sessions you will discuss the possible advantages and disadvantages of establishing bilingual, bicultural education programs in the schools of your community. You will become familiar with methods and techniques currently being used in bilingual programs throughout the nation.

REASONS FOR LEARNING ABOUT BILINGUAL, BICULTURAL EDUCATION

One of the newest trends in education is the concept of bilingual, bicultural education. More and more schools throughout the United States are recognizing the need for providing a multilingual, multi-ethnic education for our children. Teachers, administrators, paraprofessionals and all persons involved in education must be cognizant of the newest concepts, methods and techniques in order to most effectively fulfill the needs of students.

PERFORMANCE OBJECTIVES

Listed below are the performance objectives for this learning package. For each objective that you believe you can perform, turn to the post-instructional test on page 23 . (The number of each test item is matched to the objective it tests.) Answer the test items then confer with your instructor to see how well you have answered the questions. For those performance objectives you do not know, turn to the learning activities beginning on page 3.

1. Write a definition of Bilingual, Bicultural Education including the six characteristics of bilingual programs.
2. List six reasons why bilingual, bicultural education programs are needed in our schools.
3. List the advantages and possible difficulties of establishing bilingual education programs in your community.
4. Describe four methods and techniques used in bilingual, bicultural instruction.

LEARNING PACKAGE OUTLINE

Below is an outline of the performance objectives (POs) and the learning activities (LA's) which will help you master each objective in this learning package. Each PO has one or more LA's to pursue. However, it may not be necessary for you to pursue all the LA's for each objective.

Bilingual Bicultural Education Overview

PO1 Write a definition of Bilingual Bicultural Education including the six characteristics of bilingual programs.

LA 1.1 Read selection "Definition and Characteristics of Bilingual, Bicultural Education" page 4 .

LA 1.2 Read selection "Bilingual, Bicultural Education: What It Is Not" page 6 .

LA 1.3 Practice writing a definition of bilingual bicultural education in your own words, page 10 .

PO2 List six reasons why bilingual bicultural programs are needed in our schools.

2.1 Read selection "The Need For and the Right to a Bilingual Bicultural Education" page 11 .

LA 2.2 Read selection "A Rationale for Bilingual Schooling," page 13.

LA 2.3 Practice writing reasons for the need for bilingual programs, page 18.

PO3 List the advantages and possible difficulties of establishing bilingual education programs in your community.

LA 3.1 View videotape 3.1 "Dr. Orozco on Bilingual Education."

LA 3.2 In small groups discuss the needs, attitudes, prejudices in your community with regard to bilingual bicultural education. Record comments on page 19.

PO4 Describe four methods and techniques used in bilingual bicultural programs.

LA 4.1 Read selection "Methods/Techniques Used in Bilingual Bicultural Instruction," page 20.

LA 4.2 View videotape 4.2 "Bilingual Classroom."

1.1

Definition and Characteristics of Bilingual, Bicultural Education

Bilingual education is the use of two languages, one of which is English, as mediums of instruction for the same pupil population in a well-organized program which encompasses part or all of the curriculum and includes the study of the history and culture associated with the mother tongue. A complete program develops and maintains the child's self esteem and a legitimate pride in both cultures.

Every Bilingual program is potentially a unique learning situation depending on its geographic location and its demographic make-up. However, there are some basic components which all programs should include. The opportunity should be afforded to the child to:

1. Learn basic concepts initiating him into the school environment in his dominant language.

   From the very onset of the child's exposure to school, he must be made to feel comfortable. If he is more comfortable in a language other than English, then the school must be prepared to meet him in that language.

2. Expand and develop his knowledge of his dominant language.

   A bilingual child possesses a set of skills which need to be developed and cultivated. Our mistake in the past has been to ignore the language potential which a child has who already comes to school speaking two languages. In terms of the monolingual child, language instruction continues for him as it ordinarily would.

3. Expand and develop his second language.

   One of the beauties of bilingual instruction is that all children have the opportunity to become truly bilingual. Foreign language experts have for years been aware of the fact that the optimum ages for beginning foreign language learning are the early elementary years.

4. Learn subject matter and concepts in his dominant language.

   There is no reason why conceptual learning should come to a standstill because a child is not proficient in the language of instruction. In a bilingual setting a child continues learning the concepts and subject matter necessary for his intellectual growth in the language which is most comfortable for him.

5. Learn subject matter and concepts in his second language.

   When the child can handle his second language well enough, instruction in specific subject matter begins bilingually. In this way the two languages as well as concepts and subject matter all become a part of a continous learning process.

6. Develop self assurance, confidence and a positive identity with his cultural heritage.

   If a child lacks these all important factors, it is less likely that he will progress through and complete twelve years of public education. A bilingual, bicultural program of instruction which emphasizes the worth of the individual child can develop the most positive facets of the personality.

1.2

Bilingual, Bicultural Education: What It Is Not

Perhaps one method of defining and delimiting a concept is to begin by describing what is is not. Once some of the common misconceptions are eliminated, a more thorough understanding of an idea can be built.

Many such misconceptions have arisen concerning bilingual, bicultural education. In order to clarify as much as possible what bilingual schooling is, let us discuss what it is not:

1. Bilingual Education is not a remediation program for non-English speaking children.

   If a bilingual program is treated as just one additional method of "upgrading the education of culturally disadvantaged children," then most of its positive features have been lost. Bilingual programs must stand on an equal footing with any other innovative educational trend in order to establish from the onset the proper dignity and worth with respect to the second language and culture being taught. Additionally, a well coordinated bilingual curriculum which extends from kindergarten to the higher grades obviates the necessity for remediation by eliminating retardation. A child will no longer fall behind because of language difficulty, since he will be receiving instruction in whichever language is most comfortable for him. Finally, the monolingual English-speaking child stands to gain as much from bilingual education as his non-English speaking school-mate. Ask any parent who is truly interested in the education of his child whether he would rather have his son or daughter speak two languages or just one.

2. Bilingual Education is not a program which concentrates on teaching English as a Second Language to children in order to make them proficient in English as soon as possible so that they can later learn their other subjects in English.

Programs of this sort have no intention of encouraging bilingualism in children. In fact, their aim has been to compress children into the monolingual English school-curriculum-mold by concentrating solely on English language deficiency. The child's native language as a medium of instruction has been totally ignored and in many cases discouraged. Consequently, concepts and subject matter which the child should have been learning (in any language possible) have been lost to him. This automatically places him behind his English speaking counterpart. As the time it takes for the child to master English lengthens so does the gap in achievement between himself and his classmates widen. Once the child begins to perceive himself as "slow" or "dumber than", he is likely to begin losing interest in school. The gap, then, rather than closing begins to widen even more as time goes by and eventually may lead to the child dropping out of school altogether.

3. Bilingual Education is not a program which utilizes the child's first language until the child feels comfortable in English then gradually phases out the other language.

While this approach has an advantage over the last one mentioned, it still does not promote linguistic and cultural pluralism. The child does have the opportunity to learn utilizing his first language and is thereby less

likely to fall behind. However, the aim of the above program is still to phase out one language and supplant it with English. The waste in terms of linguistic skills and abilities which the child already possesses should be obvious. Those skills should be developed and encouraged rather than phased out and left to be forgotten or to lie unused. Such tactics also tell the child subtly that his language and culture are considered second best--good enough to be used for educational purposes, but not good enough to be taught for its own sake.

4. Bilingual Education is not a program of foreign language instruction and education. Many administrators and educators as well as members of the community mistakenly fear that bilingual education threatens to take over our schools and curriculums and covert them to Spanish speaking instructional centers to serve only Spanish speaking children. Such fears stem from a lack of understanding of the basic precepts of bilingual schooling. Far from being the case, what bilingual education proposes to do is serve all children and give all children the opportunity to learn to speak two languages fluently, understand and accept the social values of two cultures, and double his potential development as a human being.

Other administrators think that bilingual instruction simply involves offering a foreign language as part of the curriculum. Although a second language is taught to children, this is only one small portion of the totality.

5. Bilingual Education is not a program which benefits only the non-English speaking child.

Perhaps for the first time in the history of federally funded programs, a revolutionary educational concept capable of benefiting all children has been created in the form of Bilingual Education. Not only are the obvious advantages of learning in his own language available to the non-English speaking child, but the monolingual English-speaking child suddenly has his curriculum enriched to include potential mastery of a second language as well as a second culture. As every individual who has studied a foreign language in high school or college realizes, the time to learn a second language is during the early years and in an environment which encourages oral use of the language. These programs also hold a promise for bridging cultural barriers and for building a nation with true cultural pluralism.

1.3

Use the space below to practice writing a definition for bilingual, bicultural education in your own words. Include the six characteristics of bilingual programs.

THE NEED FOR AND THE RIGHT TO A BILINGUAL-BICULTURAL EDUCATION

The NACEDC believes that a bilingual-bicultural education is the right of every American child whose vernacular is not English, and that bilingual-bicultural education is needed by all of the children in a country where variety within unity has been, and continues to be, of the utmost importance.

There are at least 5 million children in the United States who are unable to speak English fluently when they enter school.[1] Most of these children are Mexican American, Puerto Rican American, American Indian, or other well-established ethnic groups; and many are native-born Americans who come from homes where English is not the dominant language. Their ability to communicate fluently in a language other than English becomes a severe handicap to their opportunity to learn when they are confronted with school policies, and sometimes even with State laws, preventing them from speaking, listening to, or seeking explanations in the medium of communication they understand best. For example, three of our States with enormous populations of non-English-speaking Americans (California, Texas, and Arizona) had, until this decade, laws prohibiting the use of any language other than English as a medium of instruction in their public schools. Even where no State legal prohibitions exist, many school districts prohibit or discourage the use of languages other than English. Furthermore, the educational system's use of culturally biased testing and evaluation devices often leads to the improper classification of non-English-speaking children as "educable mental retardates." Language minority children are placed in classes for the "educable mentally retarded" in numbers that are far out of proportion to their representation in the school population as a whole.[2]

Such improper classifications add greatly to the educational problems of culturally different children through damage to their own self-image and also through the assumption of denigrating attitudes on the part of teachers.

A child's bilingual-bicultural background is an untapped national resource, and the NACEDC recommends strongly that bilingual-bicultural education be an essential component in the educational program of a child with limited or no knowledge of the English language.

To determine the present situation in each State with regard to bilingual-bicultural education, the NACEDC staff conducted a telephone survey of all 50 State departments of education. Eleven States have some legislation dealing with bilingual-bicultural education and some provide specific funds for this area, with or without specific State legislation. However, it appears that the majority of the States would lose most of the financial support they have for bilingual-bicultural legislation of Federal funds were withdrawn.[3]

There are presently three major Federal compensatory education programs dealing with the area of bilingual-bicultural education.

Title I, ESEA, makes provision for the development of bilingual-bicultural education programs where there is a need for them. Several of the programs developed through these funds have been highly successful as models for replication throughout the States through the right-to-read program.

Title VII, ESEA, addresses itself directly to the recognition of the special educational needs of the large numbers of children of limited English-speaking ability in the United States. In this portion of the Elementary and Secondary Education Act, Congress declares it to be the policy of the United States to provide finan-

[1] Unpublished report, ESEA Title VII Conversion Plan, September 2, 1971, ESEA Title VII Division, the Office of Education, appendix entitled "Summary of Major Ethnic Groups Needing Bilingual Education," table II-x.

[2] "*Toward Equal Educational Opportunity*," the report of the Select Committee on Equal Educational Opportunity, U.S. Senate, December 31, 1972, p. 280.

[3] A State-by-State description of treatment of the question of bilingual-bicultural education in the public schools is included as appendix C of this report. This information was generally obtained by phone from the Office of the State title I coordinator in each State, or from other knowledgeable persons in the State offices of education.

cial assistance to local educational agencies to develop and carry out new and imaginative elementary and secondary school programs designed to meet these special education needs. This title in the past has been funded for approximately $40 million annually, and is separate from, although complimentary to, bilingual-bicultural programs funded from title I, ESEA.

The Emergency School Aid Act, title VII of the Education Amendments of 1972 (Public Law 92–318) provides that 4 percent of its allocated funds be used "to meet the needs of minority group children who are from an environment in which a dominant language is other than English and who, because of language barriers and cultural differences, do not have equality of educational opportunity." (Section 708. (c).)

The NACEDC wishes to highlight the concern shown by the President for the importance of bilingual-bicultural education when he stated in his education message on March 17, 1972, with reference to his Equal Educational Opportunities Act, that denial of equal educational opportunity is an unlawful practice. [3]

Recommendations

The NACEDC recommends that the Federal regulations governing title I be amended so as to add the phrase "or students who have a dominant language other than English" to the existing phrase "a child who needs special educational assistance to perform at the grade level appropriate for his age" in the definition of educationally deprived children.

The NACEDC recommends that compensatory education money should be made available to develop:

1. **Models of bilingual-bicultural programs.**
2. **Materials and curricula appropriate to bilingual-bicultural programs.**
3. **Ways of implementing competency-based evaluations.**
4. **Teacher-training in this area.**

The NACEDC recommends that a greater fiscal-pragmatic flexibility be included in the law, the regulations and the guidelines to allow for approval of projects with a series of phases which cover more than 2 or 3 years.

The NACEDC recommends that any LEA with over 5 percent of its students having a dominant language other than English must provide appropriate bilingual-bicultural personnel in the school from State and local funds before the Federal requirements concerning comparability are considered to be fulfilled.

The NACEDC recommends that means be developed to recruit more members of language minority groups to assure an adequate number of teachers and administrators who are able to meet the needs of language minority children.

The NACEDC recommends that flexibility and sensitivity be exercised in teacher certification requirements in order to meet the need for bilingual-bicultural personnel.

The NACEDC recommends that Federal funds be used to develop culturally sensitive books and instructional materials for use in classrooms.

[3] The President's Equal Educational Opportunity Act was introduced in Congress in 1972. However, it did not pass and has yet to be reintroduced.

A RATIONALE FOR BILINGUAL SCHOOLING*

Here are the basic questions that are being raised:

Is bilingualism desirable or undesirable?

A. For the nation?
B. For the individual child?
C. If desirable, is it worth the trouble and expense?

A. IS BILINGUALISM DESIRABLE OR UNDESIRABLE FOR THE NATION?

This fundamental question comes down eventually to a value judgement, which cannot be pronounced either correct or incorrect except in terms of the particular time and circumstance of a specific nation. William A. Stewart describes two different policies:

1. The eventual elimination, by education and decree, of all but one language, which remains to serve for both official and general purposes.

2. The recognition and preservation of important languages within the national scene, supplemented by universal use of one or more languages to serve for official purposes and for communication across language boundaries.

For the United States of America in this latter half of the twentieth century the question of desirability for the nation seems almost rhetorical. America's relations, official and unofficial, with almost every country in the world, involving diplomacy, trade, security, technical assistance, health, education, religion, and the arts, are steadily increasing. The success of these international relations often depends on the bilingual skills and cultural sensitiveness of American representatives both here and abroad. In our country, as in every important nation, educated bilingualism is an accepted mark of the elite, a key which opens doors of opportunity far and wide. It seems clear to us that bilingualism is highly desirable for the nation.

B. IS BILINGUALISM DESIRABLE OR UNDESIRABLE FOR THE INDIVIDUAL CHILD?

If the individual child belongs to a high socioeconomic class, the answer is obvious. As in other countries, the elite considers knowledge of other languages essential for participation in international affairs. To argue that children of lower socioeconomic classes will never need to use other languages is in effect to deprive them of the opportunity to become eligible for such participation. In the case of American children who are born into a non-English language, not to give them the education needed to perfect their first language to the point of usefulness amounts to a virtual betrayal of the children's potential. As Bruce Gaarder has said,

> The most obvious anomaly--or absurdity--of our educational policy regarding foreign language learning is the fact that we spend perhaps a billion dollars a year to teach languages--in the schools, the colleges and universities, the Foreign Service Institute, the Department of Defense, AID, USIA, CIA, etc. (and to a large extent to adults who are too old ever to master a new tongue)--yet virtually no part of the effort goes to maintain and to develop the competence of American children who speak the same languages natively. There are over four million native speakers of French or Spanish in our country and these two languages are the two most widely taught, yet they are the ones for which our Government recognizes the greatest

unfilled need (at the levels, for example, of the Foreign Service of the Department of State and the program of lectures and technical specialists sent abroad under the Fulbright-Hays Act).

In succeeding pages we shall speak of other advantages of bilingualism to the American child, of whatever social class; but the views already suggested leave us with but one conclusion: For the individual child, as for the nation, bilingualism is clearly desirable.

C. IS BILINGUAL SCHOOLING WORTH THE TROUBLE AND EXPENSE?

This is a question that each community must decide for itself, just as it must decide about other features of the education it wants for its children. Every school district, we suppose, wants all of its children to have some education, usually represented by the three R's, plus some acquaintance with the other subjects regularly included in the elementary school curriculum. Some children are considered to be entitled to more education than others. These are recognized by their ability to learn everything the school offers--and more. In their cases, the curriculum may be enriched by additional subject--e.g., another language--or by greater depth in some of the common learnings.

In the average school setting languages other than English have usually been thought of as foreign, even though they may be the native languages of some of the school's children. Foreign languages have been on the periphery of American public education, generally not to be approached except as an extra or in high school, where they are not so much learned by the average student as studied for two years. Only the privileged child has an opportunity really to learn another language, either in the exceptional FLES (foreign language in the elementary school) program which enjoys the support of its community or from a "Foreign" servant or playmates or from prolonged residence abroad. Many lower or middle-income communities think of other languages in the elementary grades as a frill which, with the rising cost of education, cannot be afforded.

If bilingual schooling is thought of merely as a form of foreign-language education, it already has one strike against it. In the following pages we shall hope to make it plain that though bilingual schooling does involve the learning of two languages, neither is foreign. The non-English-speaking child's home language is his native language, his mother tongue; and English is his second language, to be learned in a special way. As we hope to demonstrate, bilingual schooling is not exclusively either the learning of a "foreign" language or the learning of English--though both of these are involved--; it is rather a new way of conceiving of the whole range of education, especially for the non-English-speaking child who is just entering school. It necessitates rethinking the entire curriculum in terms of the child's best instruments for learning, of his readiness and motivation for learning the various subjects, and of his own identity and potential for growth and development.

The Need for Identity. The non-English-speaking child who has typically lived the critical first five or six years of his life in a language and a culture different from those he enounters as he enters school inevitably suffers a culture shock. To be sure, most administrators and teachers try their best--in English--to make such a child feel comfortable and welcome. However, to the extent that English is the only medium of communication and the child's language is banned from the classroom and playground, he inevitably feels himself to be a stranger. Only as he succeeds in suppressing his language and natural way of behaving, and in assuming a new and unaccustomed role, does he feel the full worth of approval. In subtle or not so subtle ways he is made to think that his language is inferior to English, that he is inferior to the English-speaking children in school, and his parents are inferior to English-speakers in the community.

His parents find themselves in similar equivocal situations. Pride in their heritage and a natural sense of dignity make them want to maintain the ancestral language in the home. At the same time, many parents want to do all they can to help their children adjust to school and so they talk English as best they can in the home rather than their native language. Sometimes what results is a mixture of the two, with an inadequate hold on either. The fault here lies less with the parents than with the teacher and schools that misguide them.

The Best Medium of Learning. The school, as the agency whose task it is to organize the best possible education for all children, has an unusual opportunity today "to develop forward-looking approaches" through bilingual schooling. This can be done only if administrators and teachers understand clearly the basic principles involved. In addition to those already mentioned, educators have in recent years come to agree that the best medium, especially for the initial stages of a child's learning, is his dominant language. This was stated categorically by a group of international educators who met in Paris in 1951 to prepare a monograph of fundamental education. In their book, entitled The Use of Vernacular Languages in Education, they say "It is axiomatic that the best medium for teaching a child is his mother tongue." Similar findings have been reported by Nancy Modiano following research with three Indian groups in Chiapas. The Summer Institute of Linguistics, which has extensive experience in teaching literacy to so-called primitive peoples, has adopted as regular procedure the teaching of reading and writing first in the mother tongue and then in the national language.

From these reports and others that could be cited educators are agreed that a child's mother tongue is the best normal instrument for learning, especially in the early stages of school, and that reading and writing in the first language should precede literacy in a second. This principle is respected in the educational policy of such bilingual countries as Canada, Finland, Belgium, Switzerland, and the Union of South Africa.

First, Second and Foreign Language. The organizer of a bilingual program in the United States needs to understand clearly the difference between the children's home language (also called first language, mother tongue, or vernacular), their second language (Enlgish), and foreign languages. The language into which a non-English-speaking child is born is normally the language which exercises the most important and the durable influence on him; it helps to fashion his basic style of speech and personality. For such a child in the United States, English is usually the second language. The teaching of English as a second language to children whose first language is not English requires a special approach, special techniques, special materials, and special understanding. ESL (English as a second language) techniques are used widely in areas where we have concentrations of non-English-speaking persons. The limited English thus acquired is not for quite some time a sufficient medium for the non-English-Speaking child's total learning, but it should be an important component of a well-planned bilingual program.

The Best Order for Learning Language Skills. Another important factor in planning a sound bilingual program is the proper ordering of language skills, usually called language arts by elementary-school teachers. Just as a child first learns to hear, understand, and speak his own language and then learns to read and write it, so should he learn his second language in the same way.

What has not been sufficiently understood in the past is that a Spanish-speaking child who has lived his first five or six years in a Spanish-speaking family and community is "ready" to learn to read and write in Spanish but not in English. A teacher who fails to take advantage of this "readiness" and to teach him how to read and write his mother tongue without delay is missing a golden opportunity.

Language and Culture. "Study of the history and culture associated with a student's mother tongue is considered an integral part of bilingual education." This quotation from the Guidelines to the Bilingual Education Program emphasizes the relation of language to culture. Language is only one of the important parts of the characteristic behavior of a people bound together in one culture. It is closely connected with a particular way of feeling, thinking, and acting, and it is rooted in and reflects a commonly accepted set of values. Educators need to remember that a child born into a Spanish-speaking family in the Southwest, a Navajo child born on the reservation in Arizona, a Franco-American child born into a French-speaking family in North Maine, and a Chinese child born into a Catonese-speaking family in San Francisco all enter different worlds, worlds which are organized and presented through the grid of the particular language that they hear about them and that they acquire. There is, therefore, an intimate relationship between the child, his family, his community, their language, and their view of the world. How to harmonize these with American English and with prevailing American culture patterns without damaging the self-image of a non-English-speaking child is the challenge. It is not a minor one.

Bilingualism, Biculturalism, and the Community. Bilingual education can provide one important means of building out of varied ethnic elements a harmonious and creative community. It is not enough for educators to understand the principles on which a solid bilingual program must be built; they must also create understanding throughout the community concerning the important connection between one's mother tongue, one's self-image, and one's heritage (both individual and group-cultural). One can hardly despise or depreciate any people's language without depreciating the people themselves. As forty-nine Scandinavian professors, assembled in 1962, so eloquently said: "L'estermination d'une langue, d'une culture et d'un peuple sont une une seule et meme chose." (The extermination of a language, of a culture, and of a people are all one and the same thing.)

Wherever the vicious circle begins, it is the community as a whole or the nation as a whole that suffers the consequences. Both those responsible for the administration of the schools and those who exert leadership in the community must search their consciences before deciding what kind of education to provide. The non-English-speaking child who at the beginning of the school is unable to acquire literacy in English in competition with his English-speaking classmates and who is not permitted to acquire it in his own language makes a poor beginning that he may never be able to overcome. Frustrated and discouraged, he seeks the first opportunity to drop out of school; and if he finds a job at all it will be the lowest paying job. He will be laid off first, will remain unemployed longest, and is least able to adapt to changing occupational requirements.

To summarize, a rationale for bilingual schooling in the United States rests on the following proposition:

1. American schooling has not met the needs of children coming from homes where non-English languages are spoken; a radical improvement is therefore urgently needed.
2. Such improvement must first of all maintain and strengthen the sense of identity of children entering the school from such homes.
3. The self-image and sense of dignity of families that speak other languages must also be preserved and strengthened.
4. The child's mother tongue is not only an essential part of his sense of identity; it is also his best instrument for learning, especially in the early stages.

5. Preliminary evidence indicates that initial learning through a child's non-English home language does not hinder learning in English or other school subjects.
6. Differences among first, second, and foreign languages need to be undersood if learning through them is to be sequenced effectively.
7. The best order of the learning of basic skills in a language--whether first or second--needs to be understood and respected if best results are to be obtained; this order is normally, especially for children: listening comprehension, speaking, reading, and writing.
8. Young children have an impressive learning capacity; especially in the case of language learning, the young child learns more easily and better than adolescents or adults the sound system, the basic structure, and vocabulary of a language.
9. Closely related to bilingualism is biculturalism, which should be an integral part of bilingual instruction.
10. Bilingual education holds the promise of helping to harmonize various ethnic elements in a community into a mutually respectful and creative pluralistic society.

*Condensed from Bilingual Schooling in the U. S. Volume I.

2.3

Use the space below to practice writing in your own words at least six reasons why bilingual, bicultural education programs are needed in our schools.

3.2 Record comments from group session on this page:

4.1 METHODS/TECHNIQUES USED IN BILINGUAL BICULTURAL INSTRUCTION

The following is a brief summary of some of the methods and techniques useful in bilingual bicultural classrooms.

Individualized Instruction

Individualized instruction is a method of instruction which allows the child to learn at his own pace, using materials which will specifically serve his needs and possibly to reach objectives which he has helped formulate. This "tailor made" concept is inherent in bilingual bicultural education because of its emphasis on language and the various stages of language development at which different children operate.

ESL

Teaching English as a Second Language involves special techniques not utilized in programs of English for the monolingual English speaking child. ESL methodology is used to teach English to children whose first language is something other than English and whose command of English is below the norm for his age. Currently, one of the most used methods for teaching ESL as well as for teaching foreign language is the Audio Lingual method. The ALM involves teaching mainly aural (hearing) and oral (speaking) skills prior to teaching reading and writing. Some of the techniques involved in ESL are:

1. Total physical response
2. Story telling
3. Pattern practice and drills
4. Additional vocabulary through cagnates
5. Stress and intonation

SSL

Spanish as a Second Language utilizing similar methods and techniques is taught to non-Spanish speaking children. Here again the language skills are taught in the following order: hearing, speaking, reading, writing. A great deal of emphasis is placed on building a broad oral language base prior to introducing reading. For those children who can read in English, the transfer of skills becomes fairly simple.

Folklore and Culture

Folklore and culture are not usually taught. They are acquired through tradition and reinforced at school. In a bilingual classroom, however, the situation must be different. Children who are native speakers of a language other than English will arrive in school aware of many of the aspects of the mother tongue's folklore. At the kindergarten level, for example, most children know some simple songs, riddles, fairy tales, games, about holidays, etc. The bilingual teacher must be able to further develop and reinforce that knowledge as well as teach the monolingual child the folklore of the second language.

In the upper grades, historical, literary, scientific and social contributions by members of the minority culture must be taught in addition to the normal course of study. Parents and community members are a valuable resource in those instances in which the teacher requires additional information.

Learning Centers

A learning center in a bilingual/bicultural program is a place where students

in small groups develop and practice a specific skill. Students assigned to a center have already been exposed to its content. The center is not a vehicle to introduce new materials. Students go there to clarify, practice, and further develop what they have been taught.

The setting of centers facilitate the learning of the student because at each station he is:

1. developing skills at his own pace
2. working with peers who can help him with the learning
3. dealing only with one skill at a time, thus he is never over burdened
4. able to determine mastery of the specific skill in question by himself.

Centers may be set up in the following areas:

1. Pronunciation
2. Vocabulary
3. Listening comprehension
4. Oral communication
5. Spelling
6. Grammar
7. Culture
8. Enrichment

POST-INSTRUCTIONAL TEST

After you complete this post-test, check your responses against the post-test key on page 25. Your answers don't have to use the same language as the answer key. However, your ideas must be the same. If you have any questions about your answers or about the post-test key answers, see the instructor.

1. Write a definition of Bilingual Bicultural Education including the six characteristics of bilingual programs.

2. List six reasons why bilingual bicultural programs are needed in our schools.

3. List the advantages and possible difficulties of establishing bilingual education programs in your community.

4. Describe four methods and techniques used in bilingual bicultural programs.

KEY

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1. Write a definition of Bilingual Bicultural Education including the six characteristics of bilingual programs.

Bilingual education is the use of two languages, one of which is English as mediums of instruction for the same group of students in one classroom and includes the study of the history and culture associated with the mother tongue. Basic characteristics: (1) Learn basic concepts initiating child into school environment in his dominant language. (2) Expand and develop the child's knowledge of his dominant language. (3) Expand and develop the child's second language. (4) Learn subject matter and concepts in child's dominant language. (5) Learn subject matter and concepts in child's second language. (6) Develop self assurance, confidence, and a positive identity with the child's cultural heritage.

2. List six reasons why bilingual bicultural programs are needed in our schools.

A. Our present educational programs have not met the needs of children coming from homes where non-English languages are spoken.

B. Bilingualism is highly desirable for the nation in terms of international relations.

C. A child's bilingual, bicultural background is an untapped national resource.

D. The best medium for teaching a child is his mother tongue.

E. Bilingual education holds the promise of helping to harmonize various ethnic elements in a community to create a pluralistic society.

F. Children who enter school with less competence in English than monolingual English-speaking children will become retarded if English is the sole medium of instruction.

3. List the advantages and possible difficulties of establishing bilingual education programs in your community.

4. Describe four methods and techniques used in bilingual bicultural programs.

A. Individualized Instruction: A method of instruction which allows the child to learn at his own pace, using materials which will specifically serve his needs and possibly to reach objectives which he has helped formulate.

B. ESL: Methods used to teach English to children whose first language is something other than English.

C. SSL: Methods used to teach Spanish to non-Spanish speaking children.

D. Folklore and Culture: Development and reinforcement of the culture of the minority group through the teaching of songs, riddles, nursery rhymes, fairy tales, folk tales, etc., in the lower grades, and through the teaching of historical, literary, scientific and social contributions of the minority group in the upper grades.

E. Learning Centers: Places where students can develop and practice specific skills in small groups. Specific skills areas might include pronunciation, vocabulary, listening comprehension, oral communication, spelling, grammar, culture, enrichment.